

COURSE INTRODUCTION:

Third grade students will be confident and fluent readers who make meaning of what they read. They will be able to problem solve in unfamiliar texts and read with expression. They will acquire and use grade-appropriate conversational, general academic and domain-specific words. They will read and write on a range of topics and in a variety of genres. Students will engage in the writing process to produce finished pieces with emphasis on communicating a clear and concise message while integrating craft and conventions. They will participate in collaborative discussions, conduct basic research utilizing technology and present on topics supported by evidence.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 3/Whodunit? Using Mysteries to Learn About Characters

Course Code: ELA

<p>UNIT DESCRIPTION:</p> <p>Whodunit? Using Mysteries to Learn About Characters</p> <p>In this reader’s workshop mystery unit, students will read fiction and nonfiction texts in the mystery genre and respond through writing and speaking. Students will make inferences and draw conclusions about the characters and story elements using the text for support and evidence. They will share information read about mysteries with their peers by a book talk and ask/answer questions around a topic through a classroom guest speaker. Students will solve their mysteries by writing an opinion letter to the character who they think has committed that crime using justification from the book in an opinion writing structure.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>	<p>SUGGESTED UNIT TIMELINE: 3-4 weeks</p> <p>CLASS PERIOD (min.): Part of the whole Literacy Block -</p> <p>90 min Reading Block</p> <p>Daily Structure: Mini-lesson/Modeling Small Groups/Individual Conferences Sharing</p> <p>60 min Writing Block</p>
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How can studying a character’s thoughts and actions help me understand the story better? 2. What lessons did I learn from the characters I’ve read about? 3. How can I convince others to believe what I believe through my writing? 	
<p>ESSENTIAL MEASURABLE LEARNING</p>	<p>CROSSWALK TO STANDARDS</p>

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OBJECTIVES		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Use details explicitly stated in the text to ask and answer questions about the story elements focusing on characters.		R.1.H.3.a R.1.H.3.b R.1.H.3.c R.1.H.3.d R.2.C.3.h	1.5 1.6 3.5	RL.3.1		1 2 3
2. Make predictions, draw conclusions, make inferences about story elements focusing on characters and using the text as evidence.		R.1.H.3.a R.1.H.3.b R.1.H.3.c R.1.H.3.d R.2.C.3.h	1.5 1.6 3.5	RL.3.1		1 2 3
3. Infer character traits using details from the text as support.		R.2.C.3.h	1.5 1.6 3.5 3.1 2.4	RL.3.3		2
4. Provide evidence from the text to support character changes throughout the text.		R.2.C.3.h	1.5 1.6 3.5 3.1 2.4	RL.3.3		2 3
5. Describe character's actions and motivations in the story using details from the text.		R.2.C.3.h	1.5 1.6 3.5 3.1 2.4	RL.3.3		2 3
6. Explain how and/or why the character's change in the story using details from the text.		R.2.C.3.h	1.5 1.6 3.5	RL.3.3		2

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			3.1 2.4			3
7. Read and write about career possibilities in the area of the mystery genre.		R.3.A.3	1.8 2.1	RI.3.7		1 2 3
8. Write an opinion letter supporting a point of view with supporting evidence using appropriate organizational structure and conventions.		W.3.A.3.a W.2.A.3.a W.2.A.3.b W.2.B.3.a W.2.B.3.b W.2.C.3.a W.2.E.3.d W.2.E.3.e	2.1 1.8 2.2	W.3.1.a W.3.1.b W.3.1.c W.3.1.d L.3.1.b L.3.1.c L.3.1.d L.3.1.e L.3.1.f L.3.2.a L.3.2.e L.3.2.f		3
9. Ask and answer questions from/to a speaker or classroom guest on/about a topic.				SL.3.3		2
10. Read and comprehend a variety of literature independently and proficiently choosing on level and challenging texts.		R.1.D.3.a R.1.D.3.b R.1.H.3.e	1.5 1.6 3.5	RL.3.10		2 3
11. Decode and comprehend on-level text with purpose, accuracy, rate, fluency, expression and comprehension while		R.1.D.3.b R.1.F.3.d R.1.D.3.a	1.5 1.6 3.5	RF.3.3.a RF.3.3.b		1

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using meaning to self-correct word recognition.		R.1.G.3.b R.1.C.3		RF.3.3.c RF.3.3.d RF.3.4.a RF.3.4.b RF.3.4.c		2 3
<p>ASSESSMENT DESCRIPTIONS*: Formative Assessment 1_Reader’s Notebooks and Scoring Guide</p> <p>Students will be assessed by use of a constructed response/scoring guide after writing entries in their reader’s notebook on a chosen and/or assigned topic.</p> <p>ASSESSMENT DESCRIPTIONS*: Formative Assessment 2_Teacher Observation and Conferring Checklist (see website resources)</p> <p>Students will be assessed through a checklist from teacher observation and conferring with the student about story elements focusing on characters over a reading assignment and/or independent reading book.</p> <p>ASSESSMENT DESCRIPTIONS*: Formative Assessment 3_Character Graphic Organizer and Scoring Guide (see website resources)</p> <p>Through a teacher read aloud, students will be assessed using a graphic organizer focusing on character development, actions, motivations and explanations to support their answers.</p> <p>ASSESSMENT DESCRIPTIONS*: Formative Assessment 4_Book Review Presentation Scoring Guide (see website resources)</p> <p>Students will be assessed with a checklist through the presentation of a book review completed with the nonfiction texts on careers within this genre.</p> <p>ASSESSMENT DESCRIPTIONS*: Formative Assessment 5_Running Records (see website resources)</p> <p>Students will be assessed by a Running Record to monitor good book choices and accuracy, rate, expression, fluency of their reading selection.</p> <p>ASSESSMENT DESCRIPTIONS*: Summative Assessment_Opinion Letter and Scoring Guide</p> <p>Students will be assessed with a scoring guide through writing of an <u>opinion letter</u> to the character that was guilty in the mystery using evidence within the text to solve the mystery in their books.</p>						

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ASSESSMENT DESCRIPTIONS*: Summative Assessment_Constructed Response Questions and Scoring Guide	
Students will be assessed with a scoring guide on <u>constructed response</u> questions over character analysis using evidence from the text.	
*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
7 10 11	1. Throughout the unit, the teacher will support students’ reading abilities by teaching within a guided reading structure and providing appropriate leveled literature by use of running record and conferring checklist. The teacher will immerse students with quality literature within the mystery genre (both fiction and nonfiction) providing them with ample opportunities to read a variety of texts. This could be done through a reading corner, listening center or teacher read-aloud, content workshop and Mentor Texts.
1 2	2. To begin the unit, the teacher will generate interest and model high order thinking skills in the mystery genre by playing a questioning game (20 Questions, What’s in the Box?) about an object hidden in a box (example: mystery book, magnifying glass, fingerprints etc.)
1 2 3 4 5 6	3. Daily, the teacher will model her thinking skills out loud (questioning, inferring, drawing conclusions) and written literature responses through a whole class Teacher Read Aloud. The following questions stems are examples: What kind of person is the character? Why did he/she do that? How come the character is feeling that way? Do you think he/she did the right thing? What could they have done differently? How is the character believable? Are the characters driven by forces within themselves that they cannot control? Are the characters driven by outside forces (setting, time, other characters, situations) that they cannot control? Do the characters act in ways that are appropriate for them? Is the time and place important to the character in the story? How? What would be the difference if the time and place were changed? How would the characters act differently? What lessons did you learn from the character’s actions? Would you solve his/her problem the same? How does what happens in the story change the character? Why? Which character do you think learned the hardest lesson or most important lesson in this text? Why did you choose that character? What surprised you most about any of the characters? Which character changed the most and the least in this book? How did they change?
1 2 3 4	4. Daily, the teacher will record class discussion thoughts/insights within the read aloud, character study, mystery genre or opinion writing using anchor charts as a visual for students.

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1	5. Daily, the teacher will implement opportunities for students to Turn and Talk/Pair Share or any structure that involves students working together during guided reading groups, teacher read aloud and/or peer reading to discuss or compile evidence from the book around a character study, character traits, characters' actions/motivations, story elements etc.
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1	6. Daily, the teacher will model quality responses to literature by providing mini-lessons on writing a reader's notebook entry and/or what to write on a Post It before reading group, completing a graphic organizer, writing a book review, and on some of the following examples: Describing a Character, Inner Life (personality)of Character, Describing Character Through His/Her Actions, Predicting What a Character Will Do Next, Sketching the Character's Thoughts/Feeling in a Picture, Comparing Themselves to the Character, Support Inferences with Evidence from the text, Infer How the Character Will or Has Changed Across the Text, Explain Why or How that Character Has Changed.
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7	7. Often, the teacher will assign students to share (using the form of their choice) written book reviews and/or a book review graphic organizer over the nonfiction literature selections the teacher has provided stating their opinion and reasons why they feel that way using the text as supporting evidence. This can serve as brainstorming for the student to share their thoughts on the book orally with the class.
8	
9	8. For the conclusion of the unit, the teacher will organize a guest speaker to share his/her education, career and skills needed for the career in the area of mysteries. (Community helpers such as Police officer, private investigator, detective etc.) For example: a local detective or police officer can share his/her job description and ask/answer questions from the students. Other activities could include student fingerprinting, solving a "crime" around school, a field trip to the police station. Using funds available (Title 1, PTO, local grants etc.) or other sources of funding, a Parent/Student Game Night with games that involve using clues or questioning techniques would be beneficial for both students and parents. Board games like Clue, Clue Jr., Headbanz, Guess Who? and interactive Smartboard games like Clue as well as other Internet websites make this a meaningful Parent Involvement Night.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)

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1 2 3 4 5 6 7 10 11	1. Daily throughout the unit, students will listen to, read independently and respond to a variety of mystery texts within the reading workshop block (guided reading, independent reading, and teacher read aloud) and writing workshop block. These texts need to include some independent level and challenging level texts as well as instructional/on level texts.
2	2. Initially, the students will ask questions, make predictions, draw conclusions and make inferences about a mystery object hidden in a box while supporting their inferences with reasoning. (20 questions, What's in the Box?)
1 2 3 4 5 6	3. Daily throughout the unit, the students will respond to the teacher's "think aloud" by writing their ideas, thoughts, questions and assignments in a reader's notebook (response log, reading journal) independently and/or with support from the teacher focusing on their mystery book, characters, story elements or given topic.
1 2 3 4 5 6	4. Often, in their reader's notebook, the students will brainstorm "I Wonder" statements about the mystery book assigned or characters in their book. Students will revise these wonder statements a couple times throughout the story and then again after reading to build upon new knowledge. Students will use evidence from the text to support the revisions.
1 2 3 4 5 6	5. Daily, the students will respond to reading by verbalizing their thoughts through Turn and Talk/Pair Share or other structures that encourage students to share their thoughts with others within guided reading groups, teacher read aloud and/or peer reading. The students will take on the role of the character to analyze actions or motivations of character during reading groups or in their reader's notebooks.
1 2 3	6. Daily, the student will complete quality log entries in their reader's notebooks and/or graphic organizers independently, with partners or small groups on the following example topics:

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4 5 6	Describing a Character, Inner Life (personality) of Character, Describing Character Through His/Her Actions, Predicting What a Character Will Do Next, Sketching the Character's Thoughts/Feeling in a Picture, Comparing Themselves to the Character, Support Inferences with Evidence from the text, Infer How the Character Will or Has Changed Across the Text, Explain Why or How that Character Has Changed
7 8	7. The students will read independently nonfiction books, with partners, in small groups and/or in guided reading groups, and write book reviews (giving reasons to support their opinion using the text as evidence) and share with peers or the class about real life mysteries or other nonfiction topics read in texts. For example: careers – news reporter, detective, police officer, author; current mysteries – newspaper articles, teacher selected Internet articles; and/or nonfiction books written about real mysteries.
9	8. The students will brainstorm questions to ask the classroom speaker about his/her career and complete a self assessment.
8	9. The students will write an opinion letter to the character that the student believes is guilty of the crime explaining how his/her actions contributed to the crime following the organizational structure of an opinion writing piece.
UNIT RESOURCES: (include internet addresses for linking) Websites: Formative Assessment #2 (conferring checklist/teacher observation record keeping) http://www.readinglady.com/mosaic/tools/reading%20conference%20form.pdf Formative Assessment # 3 (graphic organizer character changes throughout the book) http://www.readwritethink.org/classroom-resources/lesson-plans/authoring-epilogue-that-helps-30753.html Formative Assessment #3 (graphic organizer on character changes) http://www.readworks.org/lessons/grade3/character Formative Assessment #4 (example book review/checklist) http://www.readwritethink.org/files/resources/lesson_images/lesson147/NonfictionBookReview.pdf Formative Assessment #5 (running record description) http://www.ascd.org/publications/books/109044/chapters/Taking-a-Running-Record.aspx	

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http://www.ehow.com/how_13517_play-20-questions.html (directions on how to play 20 questions)

www.ReadWriteThink.org; www.ReadWorks.org; www.Scholastic.com; www.Heinemann.com

Mystery Series Booklist:

Young Cam Jansen Series, Nate the Great Series, Cam Jansen Series, Jigsaw Jones Series, A to Z Mysteries Series, Nancy Drew Notebook Series, Nancy Drew and the Clue Crew Series, Third Grade Detectives Series, Box Car Children Series, Chet Gecko Mysteries, Sammy Keyes Series, Encyclopedia Brown Series, Hardy Boys Graphic Novel Series, Hardy Boys Novel Series, Nancy Drew Graphic Novel Series

Other Mysteries/Read Alouds:

Avi, Windcatcher

Cameron, Ann. Julian, Secret Agent

Van Allsburg, Chris. The Mysteries of Harris Burdick

Wright, Betty Ren. Dollhouse Murders

Bunting, Eve. Jane Martin, Dog Detective

Rylant, Cynthia. The Case of the Missing Monkey

Yolen, Jane. Piggins

Peg Kehret, The Ghost's Grave

Nonfiction Resources:

Yolen, Jane. Roanoke: The Lost Colony – An Unsolved Mystery from History

Yoder, Eric. One Minute Mysteries – 65 Short Mysteries You Solve with Science

Yoder, Eric. One Minute Mysteries – 65 Short Mysteries You Solve with Math

Davis, Christy. Treasure Hunts for Kids

Halls, Kelly Milner. Mysteries of Mummy Kids

Simon, Seymour. Strange Mysteries from Around the World.

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Professional Books/Websites:

Teaching with Intentions. Debbie Miller

Teaching for Deep Comprehension: A Reading Workshop Approach. by Linda Dorn and Carla Soffos (Stenhouse Publishing)

Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5. by Lucy Calkins (Portsmouth, NH: Heinemann)

A Curriculum Plan for the Reading Workshop, Grade 3, 2011-12. Lucy Calkins

A Curriculum Plan for the Writing Workshop, Grade 3, 2011-12. Lucy Calkins

Interactive Read Alouds, Grade 2-3. by Linda Hoyt 2001

Revisit, Reflect, Retell by Linda Hoyt 1999

Craft Lessons Teaching Writing K-8 by Ralph Fletcher and JoAnn Portalupi (Stenhouse Publishers 1998)

When Kids Can't Read by Kylene Beers

Mentor Texts: Teaching Writing Through Children's Literature K-6 by Lynne R Dorfman and Rose Cappelli

Mini-Lessons for Literature Circles by Harvey Daniels and Nancy Steincke

Snapshots by Linda Hoyt 2000